

## REUBEN ELEMENTARY

3605 Spearman Rd  
Newberry, SC 29108

**GRADES** PK-5 Elementary School

**ENROLLMENT** 194 Students

**PRINCIPAL** Gloria Owens 803-321-2664

**SUPERINTENDENT** Dr. V. Keith Callicutt 803-321-2600

**BOARD CHAIR** Lee Attaway 803-345-7083

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent  
6

Good  
50

Average  
46

Below Average  
0

Unsatisfactory  
0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

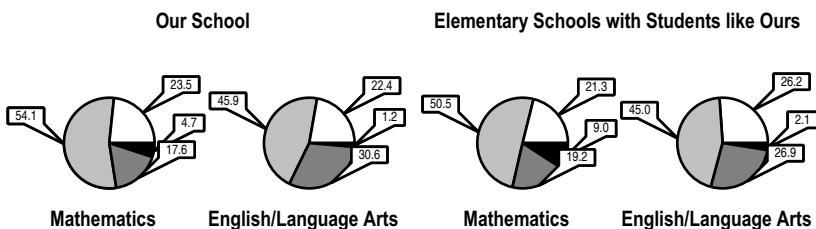
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




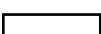
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Good	N/A
2002	Average	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	16	40	15
Percent satisfied with learning environment	93.8%	80.0%	66.7%
Percent satisfied with social and physical environment	87.5%	72.5%	60.0%
Percent satisfied with home-school relations	62.5%	70.0%	80.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	94	100.0	22.4	45.9	30.6	1.2	31.8	17.6
Gender								
Male	52	100.0	28.9	48.9	22.2	N/A	22.2	17.6
Female	42	100.0	15.0	42.5	40.0	2.5	42.5	17.6
Racial/Ethnic Group								
White	41	100.0	18.4	44.7	34.2	2.6	36.8	17.6
African-American	52	100.0	23.9	47.8	28.3	N/A	28.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	77	100.0	19.4	43.1	36.1	1.4	37.5	17.6
Disabled	17	100.0	38.5	61.5	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	94	100.0	22.4	45.9	30.6	1.2	31.8	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	93	100.0	21.4	46.4	31.0	1.2	32.1	17.6
Socio-Economic Status								
Subsidized meals	57	100.0	29.2	52.1	18.8	N/A	18.8	17.6
Full-pay meals	37	100.0	13.5	37.8	45.9	2.7	48.6	17.6

Mathematics								
All students	94	100.0	23.5	54.1	17.6	4.7	22.4	15.5
Gender								
Male	52	100.0	33.3	48.9	13.3	4.4	17.8	15.5
Female	42	100.0	12.5	60.0	22.5	5.0	27.5	15.5
Racial/Ethnic Group								
White	41	100.0	13.2	57.9	23.7	5.3	28.9	15.5
African-American	52	100.0	30.4	52.2	13.0	4.3	17.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	77	100.0	15.3	58.3	20.8	5.6	26.4	15.5
Disabled	17	100.0	69.2	30.8	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	94	100.0	23.5	54.1	17.6	4.7	22.4	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	93	100.0	22.6	54.8	17.9	4.8	22.6	15.5
Socio-Economic Status								
Subsidized meals	57	100.0	35.4	54.2	10.4	N/A	10.4	15.5
Full-pay meals	37	100.0	8.1	54.1	27.0	10.8	37.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	26	N/A	11.5	53.8	34.6	N/A	34.6
	Grade 4	30	N/A	30.0	40.0	30.0	N/A	30.0
	Grade 5	36	N/A	25.7	60.0	14.3	N/A	14.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	28	100.0	11.5	26.9	57.7	3.8	61.5
	Grade 4	26	100.0	17.4	52.2	30.4	N/A	30.4
	Grade 5	40	100.0	33.3	55.6	11.1	N/A	11.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	26	N/A	15.4	34.6	42.3	7.7	50.0
	Grade 4	30	N/A	33.3	43.3	16.7	6.7	23.3
	Grade 5	36	N/A	38.9	41.7	16.7	2.8	19.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	28	100.0	23.1	46.2	23.1	7.7	30.8
	Grade 4	26	100.0	17.4	69.6	13.0	N/A	13.0
	Grade 5	40	100.0	27.8	50.0	16.7	5.6	22.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 194)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.7%	2.4%
Attendance rate	95.8%	Down from 96.9%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	1.0%	Down from 4.2%	12.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.5%	Up from 3.3%	8.6%	8.0%
Older than usual for grade	1.0%	Down from 1.5%	1.1%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 17)				
Teachers with advanced degrees	29.4%	Down from 41.2%	46.7%	50.0%
Continuing contract teachers	76.5%	Down from 88.2%	86.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.8%	Down from 92.6%	87.3%	86.2%
Teacher attendance rate	96.9%	Up from 93.1%	95.2%	95.3%
Average teacher salary	\$35,366	Up 0.2%	\$39,324	\$39,909
Prof. development days/teacher	10.3 days	Down from 12.0 days	11.6 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	15.5 to 1	Up from 15.0 to 1	18.6 to 1	18.9 to 1
Prime instructional time	91.5%	Up from 88.4%	89.3%	89.7%
Dollars spent per pupil*	\$6,143	Down 5.6%	\$5,718	\$5,892
Percent spent on teacher salaries*	69.5%	Up from 63.9%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.4%	Down from 95.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Much was accomplished during the 2002-03 school year at Reuben Elementary because of the hard work of dedicated teachers, support staff, parents, and students. Financial challenges made everyone stretch resources; however, great achievements were realized.

Writing was emphasized school wide. Teachers attended professional workshops to gather current research and ideas to encourage and to enhance writing skills. Students, parents, and teachers who shared ideas and together created memorable writing pieces enjoyed the school's first "Write Night."

Six teachers and the principal completed the third year of the South Carolina Reading Initiative Class in which current research was emphasized supporting best practices in reading and writing.

During the last half of the year, the school gained the position of a full-time curriculum coordinator to assist the teachers in developing meaningful learning activities and experiences.

Many exciting new library books encouraged the students to read and reach the school goal for Accelerated Reader. The principal went into the "dunking booth" to the delight of the student body.

Shelley Gill, a children's author, visited the school and shared her love of writing and of Alaska.

All students participated in the "Hop to Stop Leukemia" drive and raised \$1,129 for the cause.

Three students received high honors in various local art contests outside of the school.

Reuben was pleased to provide the community with a three-year-old program and an after-school program. These services allowed children to experience appropriate learning in a school setting.

A hardworking PTO purchased a beautiful lighted sign to help communicate to parents important events and announcements.

The computer lab was updated with new computers and the older machines were dispersed to the classrooms so that we now have multiple computers in each.

As school was closing for the 02-03 school year, Sprint and Cisco were installing an integrated communication system; the first of its kind in the nation.

As Reuben continues to strive to be a "Beacon for the Community," the staff and students anxiously await future endeavors and accomplishments.

Gloria Owens, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.